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ABSTRACT

Findings are presented from a statewide review of 120 master's degree programs in elementary education. The review was conducted from 1985 through 1987 by the New York State Education Department in collaboration with the public and independent colleges and universities offering the programs. These programs are typically pursued on a part-time basis by fully employed teachers seeking permanent certification. The first section of the report highlights some of the challenges facing those seeking to improve master's-level study for elementary school teachers. Following this section, there is a statement of recommended guidelines for evaluating master's degree programs in elementary education in the light of the "Regulations of the Commissioner of Education." The guidelines are followed by a summary of the findings from the review and recommendations from the Advisory Council. Appended are: (1) a list of site visitors for the statewide review of master's degree programs in elementary education; (2) self-study materials; (3) selected regulations of the Commissioner of Education; and (4) selected sources of information on continuing education for teachers. (JD)

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THE DEVELOPING TEACHER

A Report on New York's Statewide Review of Master's Degree Programs in Elementary Education, 1985-1987

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12230

DEPUTY COMMISSIONER FOR HIGHER AND PROFESSIONAL EDUCATION

December 1987

I am pleased to present this report on the statewide review of master's degree programs in elementary education. This review has served to insure the quality of the graduate study undertaken by elementary teachers in becoming permanently certified to teach in New York State. In cooperation with the 41 public and independent institutions offering master's programs in elementary education and the many out-of-state educators who served as advisors or site visitors, we have examined the nature of master's degree study in this field and established guidelines for strengthening this phase of the developing teacher's formal education.

I urge all who have a part in teacher education to consider the recommendations offered by our Advisory Council of distinguished educators as we work together to achieve excellence in the preparation of teachers.

Sincerely,

Donald J. Nolan

Donald J. Nolan

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THE DEVELOPING TEACHER

A Report on New York's Statewide Review of Master's Degree Programs in Elementary Education 1985-1987

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Summary

From 1985 through 1987 the New York State Education Department conducted a special statewide review of 120 master's degree programs in elementary education in collaboration with the public and independent colleges and universities offering the programs. The statewide review was undertaken to improve the quality of these important graduate programs, which are typically pursued on a part-time basis by fully employed teachers seeking permanent certification. Such graduate study should therefore enhance the effectiveness of New York's elementary classroom teachers early in their careers, while setting the stage for their continuing professional development.

The review process included four basic features:

1. Each of the 41 colleges prepared a self-study of its master's degree program(s) in elementary education;
2. Teams of out-of-state experts in education visited all the campuses to examine the programs on site;
3. The State Education Department sent to each institution a set of findings on its program(s), based upon the institution's own self-study and the visiting team's report;
4. After considering comments on the findings from the institutions, the Department indicated to each college what improvements, if any, remained to be implemented to bring its master's program(s) in elementary education into compliance with the quality standards embodied in the *Regulations of the Commissioner of Education*.

An Advisory Council of six distinguished out-of-state educators guided the process throughout, including the preparation of the *Overview Statement*, the *Recommended Guidelines for Evaluation*, and the *Final Statement with Recommendations*, which comprise the text of this report. At each step along the way, the 41 involved institutions provided useful comments on the review.

As a result of the review:

1. 7.5% of the programs were re-registered without condition;
2. Improvements were required in one or more components of 75.5% of the programs. Institutions with programs in this category were required to present progress reports to the Department within a year. In many cases, the colleges had already made significant changes in their programs in response to the review. The Department scheduled follow-up reviews for 1988 to evaluate the effectiveness of the actions taken by the institutions whose programs were judged to have remaining weaknesses;
3. 17% of the programs initially scheduled for review were voluntarily discontinued by the colleges.

Based upon the overall findings of the review and the particular improvements required in individual master's degree programs in elementary education, the Advisory Council developed recommendations for good practice which are summarized below. These recommendations are presented in a spirit of collegial challenge to the colleges in New York State that prepare teachers. They should also be of interest to other institutions and individuals seeking to strengthen teacher education throughout the country. (Though numbered, the recommendations are *not* in priority order.)

1. **Put in place strong systems for continuous program evaluation and development to insure that curricula are of graduate-level rigor, up-to-date, and effective in achieving the objectives of graduate teacher education.** Without such systems, master's degree programs for part-time students who are also busy beginning teachers can easily degenerate into series of disconnected courses that repeat parts of the students' undergraduate education and demand little in the way of sophisticated analysis and synthesis from the students.
2. **Set in motion and nurture collaborative efforts by faculties of education and the arts and sciences to improve curricula for teacher preparation.** In addition to expanding professional knowledge and refining teaching skills, students in master's degree pro-

grams in elementary education need to broaden their general knowledge, deepen understanding of one or more disciplines, and see connections among the various disciplines that are the basis of the elementary school curriculum. Only if faculties representing education and other disciplines engage in earnest dialogue about preparing teachers will such opportunities become available.

3. **Insure that the programs are staffed by faculties with an appropriate collective diversity of expertise and orientations.** Unfortunately, many programs were found to be understaffed and, therefore, unable to encourage faculty to maintain currency in their own areas of expertise, dialogue with colleagues in other areas, and a spirit of inquiry. While not all members of a faculty need be researchers in the traditional sense, some should be. Those who are practice-oriented should be knowledgeable regarding current research and theory and engaged in some type of professional inquiry.
4. **Insist that when adjunct faculty are a significant part of the teaching force, as they are in many of these programs, they do more than deliver courses in their areas of special expertise.** Because these programs are populated by beginning teachers who tend to be practice-oriented, there are good reasons for employing adjunct faculty who may themselves be school practitioners. Under the guidance of such faculty, students can function as teacher-researchers, translating course ideas into practice in their own classrooms and studying the effects. Adjuncts should interact with students outside their classes and with the full-time faculty. They should contribute to program development. Wholesale reliance on adjunct faculty is evidence of insufficient institutional support for teacher education.
5. **Strengthen efforts to have faculties and student bodies reflect the racial and ethnic diversity of the State's population.** There is a clear need for greater representation of minorities in the State's teaching force. Recent studies show that while approximately 35% of children in the State's public schools are from minority populations, only slightly more than 10% of the public school professional staff are minority. The need for greater representation of minorities among teacher educators is a related concern that is not being satisfactorily addressed at every institution. Down through the centuries and in virtually all cultures, teachers have been regarded as major role models and shapers of values. New York's children today, and its young teachers, need a greater variety of classroom role models that more closely approximates the racial and ethnic mosaic that is the population of New York State.
6. **Provide incentive for faculty commitment to working systematically with students to assess their needs upon entrance; to help them create plans for professional development; to provide thorough, regular assessment of their progress during the program; and to assist them in developing long-range plans for continuing professional development.** There is no substitute for this extensive faculty advisement in programs whose aim is to produce, over several years of part-time study, teachers eligible for permanent certification in the profession.
7. **Emphasize the value of strong working relationships with the local schools.** Faculty should be on school grounds regularly, providing supervision and other types of assistance or conducting professional inquiry. Staff of the schools need to be involved with the colleges, serving as adjunct faculty or in an advisory capacity. Institutions which are appropriately equipped are encouraged to develop research programs, in conjunction with local schools, through which students can gain experience in applying recent research findings and recording and assessing the effects, with the guidance of faculty. Through such activities students can develop skills in relating theory and research to practice and can develop critical perspectives on professional issues.

Master's programs alone cannot create competent and humane elementary school teachers. As the culminating formal academic experience for most teachers, however, these programs should impart to their students the knowledge, attitudes, and skills necessary to grow into practitioners of that kind. All of the recommendations in this report for forging such programs require an articulate and forceful institution-wide commitment to the education of teachers. Without this commitment, none of the recommendations can be adequately implemented. With it, colleges and universities can send out to schools in New York and elsewhere developing teachers whose career accomplishments will redound to the credit of their alma maters for generations.

Overview Statement

Introduction

Elementary school teachers play a pivotal role in our turbulent society. The extent to which they fulfill their responsibilities has a crucial relationship to the well-being of the nation. Programs that seek to influence the professional orientation and sharpen the skills of elementary school teachers, therefore, are a significant national resource.

In New York State alone, 100 master's degree programs in elementary education are offered at 41 public and independent institutions. Nationwide about 500 institutions offer graduate study in this field.[1] In 1980-81 the colleges and universities in the United States conferred about 14,000 master's degrees in elementary education.[2]

In 1982-83, institutions in New York State alone conferred 1,343 master's degrees in elementary education and enrolled approximately 4,000 students, primarily on a part-time basis. By 1984-85 the number of degrees conferred had increased to 1,632 and enrollments had increased to more than 5,000.

In 1985, the New York State Education Department initiated a statewide review of all master's degree programs in elementary education. The purposes of this review were to insure the quality of the programs and to develop a better understanding of master's degree study in this field. While general elementary education was the focus of the plurality of the programs included in this review, seven focused exclusively on early childhood education, 13 on bilingual education, and 49 on the teaching of specific subjects in elementary or middle schools. An Advisory Council of educators from other states was appointed by the Deputy Commissioner for Higher and Professional Education to offer advice for accomplishing the purposes of the statewide review.

As planning for the review proceeded, it became clear that there were major challenges facing those seeking to improve master's-level study for elementary school teachers. The following section of this overview highlights some of these challenges. After the section on challenges, there is a statement of recommended guidelines for evaluating master's degree programs in elementary education in light of the *Regulations of the Commissioner of Education*. The recommended guidelines are followed by a summary of the findings from the review and recommendations from the Advisory Council.

Societal Challenges

From the multitude of challenges facing those who seek to improve master's level study for elementary teachers, two types stand out: societal challenges and programmatic challenges. One way to view the relationship between them is to see the societal challenges as setting the context for the programmatic challenges.

During recent years, discussion and debate about teacher education and public schooling have been particularly vigorous. Widely circulated reports have identified the quality of teacher education and public schooling as matters of serious concern. Nationally the responses to the reports are varied and linked to a range of intraprofessional assessment activities and Federal and state initiatives. Many of these initiatives involve statutory and regulatory provisions for the amelioration of the alleged problems and weaknesses. The initiatives tend to empha-

[1] Peterson's Annual Guides/Graduate Study: Book 2. *Graduate Programs in the Humanities and Social Sciences 1985*. Nineteenth Edition. (Peterson's Guides: Princeton, New Jersey 1984) 818-837.

[2] *Digest of Education Statistics 1983-84*. (National Center for Education Statistics, USDE) 113-117.

size more intensive monitoring on the one hand and various incentive guidelines on the other. To date, however, no single approach has been widely adopted or shown to be best. Rather, responses tend to reflect the local needs of states and address local issues and goals. When the reports, actions, and guidelines are considered together, a theme emerges that is central to this statewide review: the primary responsibility of the colleges and universities is to insure that preservice and inservice degree programs are maximally effective.

In New York, a multifaceted approach has been adopted to strengthen teaching and teacher education. In 1984, the New York State Board of Regents adopted a strategy for improving education in the schools, which is described in the *Regents Action Plan to Improve Elementary and Secondary Education Results in New York*. This plan is complemented by the *Regents Statewide Plan for the Development of Postsecondary Education 1984* and a host of legislative actions to strengthen teaching, including funding of this statewide review.

Public schools, colleges, and universities do not exist in a vacuum, however. They are affected by the condition of the society which they serve and the willingness of that society to provide adequate financial support and favorable conditions in the workplace. In recent years such support for education has seldom been adequate, and the chronic nationwide pattern of underfunding for teacher education programs has made the maintenance of quality difficult. The challenge raised by the reports then is twofold. It is a challenge to both society and the educational community.

The societal challenge does not center solely on the issue of funding for education. Other factors influence schools and the types of responses educators must make to their constituencies. Social, economic, and technologic trends and developments, such as the following, are among the factors affecting elementary schools and their staffs:

- One child in five lives below the poverty level, one in five lives with a single adult, and half of these are poor.[3]
- The number of female heads of households has doubled since 1970 and tripled since 1960, and one-third of these families live below the poverty level.[4]
- More than half of mothers with elementary school children now work, and 65% of all working parents have no child-care arrangements.[5]
- The growth of the information society is widening the gap between the lower socio-economic group and the middle/upper groups as the latter have access to technological opportunities promoting acquisition of the new tools of analysis and communication, while the former often does not.
- While the percentage of school children from minority populations is significant and continues to increase, the percentage of teachers from minority populations remains low. In New York State, for example, 35% of the public school children were from minority populations in 1983-84, while only 10.3% of the public-school professional staff were from minority populations.

Colleges and universities have a significant role to play in preparing teachers for responding to the broad needs of society. They can provide their students with opportunities to examine the mosaic of our culture and its values; help them to understand themselves and strengthen those convictions and behaviors associated with constructive guidance of children; and prepare them for dealing with central issues about the content and methodology of teaching and the means for achieving equity and academic excellence simultaneously.

Programmatic Challenges

In seeking to provide master's degree programs in elementary education which will help to prepare students to teach effectively under the conditions described above, the colleges and universities in New York State, as elsewhere, face some major challenges:

- Providing programs based upon clear and consistent concepts;
- Designing experiences in which theory and practice are integrated;
- Designing experiences which foster the educational growth of part-time students and students with diverse professional and academic experiences;
- Designing experiences which encourage students to examine a variety of values and cultures and to pro-

[3] *Current Population Reports*. (Bureau of Census: Population, Government Printing Office) Annual Reports 1985.

[4] Ibid.

[5] Ibid.

vide experiences for children which will assist them in dealing with matters involving values;

- Developing processes that insure that programs will be able to respond promptly to societal changes affecting teacher education;
- Achieving complementary relationships among degree programs, on-the-job learning by students, and staff-development activities of schools;
- Attracting and retaining faculties which model exemplary pedagogical practices and have the range of expertise needed to achieve program objectives;
- Attracting additional qualified people into the profession, including people from populations underrepresented in the teaching force.

Recommended Guidelines for Evaluation

Introduction

Diversity. Institutions in New York State, as elsewhere, are responding in a variety of ways to the challenges facing the field of elementary teacher education. The resulting variety of approaches in master's degree programs is appropriate, as long as the underlying purposes, assumptions, and principles can be reasonably defended.

Several factors contribute to this diversity in programs. First, the multiplicity of approaches reflects the complexities of a democratic society, for programs serve different populations of graduate students and seek to prepare their students to meet the needs of different populations of pupils; second, the programs reflect the different missions of colleges; and third, the state-of-the-art in teacher education does not suggest a best way or even several preferred ways to prepare teachers. Indeed, research centers around the country continue to examine the nature of the teaching process itself. Diversity is a natural and desirable outcome given these factors.

Common Expectations. Nevertheless, there are expectations which should be met by all master's degree programs in elementary education regardless of their unique nature. The *Regulations of the Commissioner of Education* contain the basic standards applicable to degree programs in New York State. The recommended guidelines which follow are intended to assist people in applying these general standards in the evaluation of master's degree programs in the field of elementary education. The recommended guidelines are provided for the areas of curriculum, faculty, students, resources, and administration.

Curriculum

Objectives. The needs of the clientele which any program seeks to serve affect the curriculum. In New York State, as elsewhere, some master's degree programs in elementary education are in fact preservice programs designed to prepare students for their first teaching roles. For these persons, programs are expected to provide professional foundation courses and clinical experiences similar to those found in undergraduate programs. Because these are graduate programs, however, they should enable students to develop a higher level of professional competency and a deeper and broader knowledge base.

Most master's degree programs in elementary education in New York State are intended for teachers in service who have completed undergraduate preparation for teaching. The needs of these teachers vary according to the stages of their careers. Generally, during the induction stage, they need specific assistance to help them survive as teachers. During this period, they need to be supported to build assurance that methods learned in preparatory programs are of practical use. Those seasoned to some extent through experience in the classroom need to be challenged by new knowledge of both the substance they teach and instructional practices; the research on educational processes; new patterns of classroom organization; school-district-wide contributions to curriculum- and staff-development; and knowledge for handling additional types of responsibility, e.g., supervisory, administrative, and counseling. As teachers mature in the profession, they need new challenges to maintain, improve, and develop skills for continuing effectiveness in the classroom and for functioning beyond their own classrooms as mentors and as advocates for the profession. They need to become reflective educators capable of solving complex problems and making difficult professional decisions. Master's degree programs should provide for persons in each of these stages.

Coherence and Consistency. Designing a program of teacher education, whether its objectives involve preservice or inservice education, necessitates attention to coherence and consistency. Statements of the following

components and evidence of their interrelationship indicate the extent of a program's coherence and consistency:

1. mission or purpose;
2. assumptions about pupils and teachers;
3. organizing principles or foci;
4. curricular content;
5. instructional strategies.

Attention has been given to the above by many institutions in New York State. For example, one college uses "the teacher as decision maker" as a theme or organizing principle; another uses problem-solving; a third focuses upon children and youth in an urban setting; and yet another individualizes the curriculum through an intensive advisement process. Such varying emphases are legitimate. Uniqueness is a quality that is prized within the State; however, all programs, including those which are highly individualized, should have adequate statements of their purposes, assumptions, and principles.

Skills and Competencies. Strong master's degree programs typically enable students to strengthen skills and competencies such as the following:

- observing and recording children's behavior and assessing patterns of development, e.g., affective, academic, psychological, physical;
- developing long-range and short-range goals and objectives with regard to children's learning;
- selecting, interpreting, and applying research information;
- establishing rapport with children and motivating them to learn;
- using effective techniques for classroom management;
- selecting, developing, adapting, and using instructional materials, a variety of learning activities, and assessment procedures;
- helping children to integrate the knowledge which they bring to the classroom with formal knowledge;
- nurturing self-esteem and a positive self-concept within each child;
- assisting children in interacting constructively with their peers;
- formulating and maintaining appropriate standards of classroom behavior;
- developing and using adequate records of the progress of the class and individual children.

General Knowledge. Persons who teach children should have a broad and deep general education that provides them with understanding, insight, and expertise for teaching in the subject areas of the elementary school. The master's degree program, therefore, should enable them to expand their knowledge for teaching within the multidisciplinary elementary school and see connections between various branches of knowledge that bear upon significant concerns. Those who teach children about a particular discipline or family of disciplines should increase their knowledge and expertise within that teaching field or specialty.

In addition, elementary school teachers are expected to acquire knowledge of those special topics that schools need to emphasize as they prepare young persons for responsible adulthood and citizenship. For example, in New York State, teachers are expected to instruct pupils with regard to alcohol, tobacco, and drug abuse; the maintenance of good health; highway safety; fire prevention; citizenship; the humane treatment of animals; and conservation of natural resources. The goals for elementary education in New York State include ones that would encourage teachers to give special attention to helping children develop skills in logical and creative thinking, problem-solving, and using the computer; to helping them understand and respect people who are different from themselves; and to helping them develop aesthetic appreciation. The preparation of teachers for these tasks should involve collaboration by faculty from many fields and disciplines.

Curriculum-Development. The strong teacher education program is not static. Institutions with strong programs have in place a process for continuing evaluation and development of the curriculum. Evidence of the development process includes the following:

1. an established procedure for continuing evaluation and revision, which includes both a plan for staying abreast of state and national events that might have an impact upon program development and a timeline relative to long-range planning;
2. collaboration among faculty in the education unit, involving students where appropriate;
3. articulation between the education unit and other units of the institution;
4. cooperation with schools and other institutions.

Faculty

By far the most significant resources are professors and other university personnel who provide instruction and supervise the process of graduate study. While professors in the departments or colleges of education and within

the disciplinary fields are especially central to these programs, the contributions and involvement of other faculty of the institution are also valuable.

To prepare their students to become effective members of a professional community, professors should themselves demonstrate and exemplify the behaviors of collaborative dialogue and decision-making, teamwork and partnership, interchange of ideas and practices, and collective concern for the quality of services rendered. Similarly, the master's degree sequences and the learning experiences provided for the graduate students should reflect processes of inquiry and teaching procedures appropriate for those learning to be teachers. In addition, faculty should be pursuers of knowledge, displaying commitment to conducting investigative research in their fields.

The fact that master's degree programs tend not to require their students to spend full time in residence, but instead permit part-time study over several years, presents a special challenge to faculty. It is much more difficult for the full benefits of professional study to be realized by part-time students, who are usually engaged in teaching on a full-time basis. It is incumbent upon the professors, therefore, to provide careful advisement and meaningful course experiences. In this regard, there is an aspect of part-time study that can translate into benefits. Because the graduate students are usually engaged daily in the schools, they can function as teacher-researchers, under the guidance of their professors, translating course ideas into practice and studying the effects. Faculty members should recognize and diligently exploit this opportunity for practice-centered inquiry in order to enjoy both more student response and more pedagogical success.

Questions arise about the role of part-time or adjunct faculty. While there are no specific formulas for success, it is apparent that strong programs do not rely inordinately upon adjunct faculty; and when adjunct faculty are involved, it is to an extent that goes well beyond having them present courses in their areas of special expertise. Adjuncts in strong programs interact significantly with students and the full-time faculty, and they contribute to program development.

In summary, faculty members in strong programs are themselves master teachers. They model many of the skills and attitudes important for students. A prominent characteristic of strong programs is the high level of interaction between faculty and students, including careful advisement and student involvement in the special projects and research activities of faculty members. In addition, members of strong faculties are involved in professional associations and the local, state, and national educational community; they are committed to keeping abreast of current issues and research findings in the field; and their courses reflect their professional involvement.

Students

Throughout the centuries and in virtually all cultures, teachers have been regarded as major role models and shapers of values, particularly for young children. As the school is a relatively stable institution and teachers are one of the more continuous and potentially beneficial forces in the lives of children, the obvious need is for the profession to embrace members deeply dedicated to nurturing the development of children. In addition, the profession needs to take steps to encourage the growth of a teaching force that is more representative of the population in terms of race, sex, and ethnic background.

While admission standards should be clearly stated, they should be administered in such a way as to encourage potentially effective teachers, particularly from underrepresented groups, to enter the program. Clearly, the value of any program is most evident in the gains made by its graduating students. An appropriate emphasis should be placed, therefore, on careful program planning, assessment of student progress throughout the program, and assessment of student competencies prior to conferral of the degree.

The candidate for admission should have breadth of knowledge in the arts and sciences and depth in at least one field. Skills, knowledge, and attitudes should be assessed early in the program and a plan devised to develop strength in any areas of weakness. By the time the student is a candidate for the master's degree, there should be evidence that the student possesses the following personal skills and attributes in addition to professional skills and knowledge:

- interpersonal and social skills;
- oral and written communication skills (including listening);
- awareness and acceptance of differing socio-economic/ethnic/cultural groups;
- skill in dealing with personal situations and problems;
- data-gathering and problem-solving skills; and
- skills in organizing and managing time and resources.

It is recognized that most students are also teaching on a full-time basis; nevertheless, they should make arrangements that will enable them to conduct graduate-level study. While professors have a responsibility to provide meaningful course experiences, students have a responsibility to allocate the necessary energy and attention to their graduate studies.

Resources

The evidence of administrative support for any program is found in the quality and sufficiency of the resources, both human and physical, which are provided. Programs need an adequate library; ample office and instructional space; and sufficient equipment, supplies, and support personnel. Especially critical is an adequate library, as reflected not only in the depth and breadth of the collection (books, journals, media materials and equipment) but also in the physical space within which the collection can be used. Strong efforts should be made to maintain comprehensive collections of computerized and other electronic learning aids, as well as the conventional textbooks and teaching materials. Students should have the opportunity to become skilled in evaluating and using new technologies for instruction and a variety of curricular materials.

In addition, facilities, equipment, and supervisory personnel are needed to provide opportunities for practicing and observing the teaching of children. These opportunities are valuable not only for preservice students but also for those in the induction stage and for experienced teachers.

Resource-sharing among colleges and with local schools is recognized as an efficient means of providing necessary facilities and equipment. It is important, however, that students and faculty have convenient access under structured arrangements.

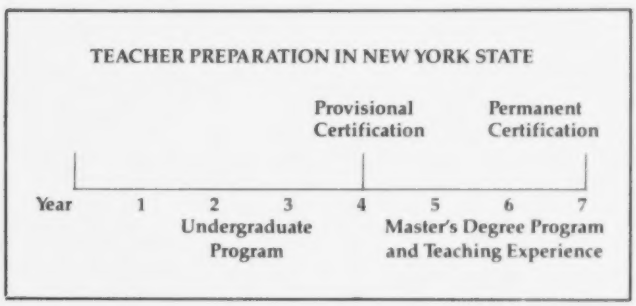
Administration

The master's degree program should be part of an organizational unit whose head has ample time and opportunity to influence institutional decision-making regarding the program. It is important that the head have a voice in decisions regarding the budget, student admissions, and the hiring, promotion, and retention of faculty. There should be a system for periodically evaluating the effectiveness of faculty and evidence that attention is given to ensuring equity in staffing practices. Furthermore, it should be evident from the level of financial and organizational support provided that the administration at all levels values the role of the program within the institution.

Final Statement With Recommendations

The Nature of the Programs, the Review Process, and a Summary of Results

The Programs. While master's degree programs are but one part of the preparation leading to permanent certification, they serve a critical function in the development of effective teachers for the more than 1.3 million students enrolled in New York's public elementary schools, and their quality must be assured. As depicted in the figure below, the master's degree program is typically completed on a part-time basis over several years by fully employed teachers who are simultaneously completing the two years of teaching experience also required for becoming permanently certified.



Thus, the program is usually undertaken at a critical early stage in the teaching career. If the program is well conceived and implemented, it can provide important opportunities for teachers at this stage, as noted in earlier sections of this report:

- To reflect on their professional performance;
- To reflect on the performance of their pupils;
- To assess their individual professional needs;
- To plan their personal professional development;
- To relate theory and knowledge to practice;
- To enhance skills in making instructional decisions and implementing instruction;
- To increase understanding of the knowledge base for teaching;
- To articulate an individual instructional philosophy.

Attending to the quality of these programs, as this statewide review has required, serves the important functions of improving the effectiveness of elementary classroom teachers early in their careers and setting the stage for their ongoing professional development.

The Process. Throughout the review, two features were emphasized: providing opportunities for the 41 involved institutions to comment at each step in the process and involving out-of-state educators as fact-finders or advisors. As the process is described below, the importance of these features will be evident. Appendix I contains the names of the educators from other states who served on fact-finding teams.

When the Education Department announced the statewide review of master's degree programs in elementary education in February 1985, it invited the college and university presidents to begin internal assessments of their programs and to nominate out-of-state educators who might serve on an advisory council for the review. In the spring, each involved institution was invited to comment on a draft of the *Guide for Submitting Findings from Internal Assessment*. The institutions were also asked to submit some preliminary information on their programs, namely, statements of the objectives, requirements, special focus, and unique features of each program.

In summer 1985, the Deputy Commissioner for Higher and Professional Education appointed the Advisory Council. Its first tasks were to 1) review the preliminary information on the programs; 2) advise the Department on revising the *Guide*, taking into consideration the comments from the institutions; and 3) begin deliberations for advising the Department on developing an overview of master's-level study in this field and guidelines for evaluating the New York programs in light of the *Regulations of the Commissioner of Education*. This entire report and the review process itself are broadly reflective of the advice received from this Council of distinguished educators.

Early in 1986 the colleges submitted their self-study reports and the Department sent a draft of the *Overview Statement and Recommended Guidelines for Evaluation* to the

institutions for comment. The final version of this document was issued by the Department in spring 1986, after review of the institutions' comments and consultation with the Advisory Council regarding revisions.

Site visits were made during the spring 1986 semester, following an intensive workshop in which site visitors were prepared for their task. The purposes of the visits were to verify and clarify the self-study information provided by the institutions and to examine specific elements of the curriculum; policies and practices regarding faculty, students, and administration; and the resources and facilities provided for the education programs. Appendix II contains the questions and requests addressed by the institutions in completing their self-studies. Forty-one teams comprised of two or three out-of-state educators reviewed self-study reports and related materials and then visited the institutions, meeting with administrators, faculty members, and students, and examining resources and facilities. Each team submitted a report of findings to the State Education Department following the visit.

Staff of the Department reviewed the self-study materials and the reports of the teams; considered the information provided in these sources in light of the *Regulations of the Commissioner of Education*; prepared a draft evaluation report for each of the 41 institutions which focused on the essence of each relevant regulation; and consulted with the Advisory Council regarding these draft evaluation reports. Each institution had an opportunity to respond to the draft report it received from the Department before a determination was made on program re-registration. Appendix III contains the *Regulations of the Commissioner of Education* that embody the basic standards against which each program was judged.

Results. In spring 1987 the Deputy Commissioner for Higher and Professional Education made a determination regarding the re-registration of each program, after considering the draft evaluation reports and institutional responses:

1. 7.5% of the programs were re-registered without condition, as they were found to meet the standards of all the relevant regulations.
2. Improvements were required in one or more components of 75.5% of the programs. Institutions with programs in this category were required to present progress reports to the Department within a year. In many cases, the involved institutions had already initiated significant changes in their programs as a result of the review. Department staff scheduled follow-up reviews in 1988 to evaluate the effectiveness of the actions taken by the institutions whose programs were judged to have remaining weaknesses.
3. 17% of the programs initially scheduled for review were discontinued by the institutions in the course of the review.

Findings and Recommendations

The need for strong master's degree programs is clear: they are a critical component in the preparation of New York's teaching force. The statewide review of master's degree programs in elementary education was undertaken by the State Education Department to develop a better understanding of master's degree study in this field; to insure that registered programs continue to meet the academic standards set forth in the *Commissioner's Regulations*; to bring the expertise of out-of-state peers to the evaluation of the programs; and to receive recommendations from nationally recognized experts in education for enhancing the effectiveness of New York's master's degree programs in elementary education.

After reviewing the information collected during this review and the general findings, the Advisory Council developed its recommendations. They are offered herein to New York's higher education community in a spirit of collegial challenge. Underlying these recommendations is a recognition of the uniqueness of the New York State context for education, the diversity of programmatic efforts, the commitment of the State to educational effectiveness, and the existing strength of teacher education in this State. The recommendations include not only suggestions for responding to the broad challenges receiving attention nationwide, which were noted in the *Overview Statement*, but also suggestions for responding to the general findings of this review.

The findings and the Council's recommendations are presented in the context of the standards of the *Commissioner's Regulations* relating to curriculum, faculty, students, resources, and administration. Areas of strength are noted as well as areas in need of attention. The Council's recommendations are highlighted in the *Summary* at the beginning of this report.

Curriculum. Strong programs have clear objectives, which are derived from acknowledged philosophical assumptions regarding graduate teacher education. There is consistency across assumptions, objectives, curricular content, and instructional methods, and coherence is evident in the sequencing of courses to provide for evolving understanding of concepts.

The curricular diversity that was found among the strong programs makes it clear that there is a variety of valid approaches to graduate teacher education. While

the statewide evaluation of curricula was generally positive, a substantial number of curricula had lapsed into repetitive extensions of undergraduate curricula, lacking the substance and rigor needed to lead students to the more advanced levels of understanding, knowledge, and skill development expected of graduate study.

Some curricula were series of disconnected courses lacking common threads of conceptual development related to stated objectives, and some lacked the requirement of a formal culminating experience designed around major objectives of the program. *Commissioner's Regulations* call for completion of a comprehensive test, a thesis based on independent research, or an appropriate special project for earning the master's degree. Through the analysis and synthesis demanded by a culminating experience, the common conceptual threads of the parts of the program can become more apparent, enabling the developing teacher to reach higher levels of understanding in the chosen field. Because the part-time nature of these programs makes maintaining a sense of coherence more difficult, such culminating experiences play especially vital roles in integrating the parts into a coherent program of professional growth for each student.

A shortcoming often noted, even in programs with clear objectives and evidence of coherence and consistency, was the lack of an established procedure for ongoing evaluation of success in achieving program objectives. Institutions should be engaged in evaluation and development of the program on an ongoing basis, examining both the program as a coherent entity and its individual courses. Criteria for evaluation should include the continuing appropriateness of objectives in light of institutional needs, developments in education, and current societal needs; the inclusion in courses of the current research findings and issues in that field; and the maintenance of graduate-level rigor. Involving faculty is essential if the process is to be fruitful, resulting in improvements that are incorporated into the program; involving field practitioners is an indispensable means of ensuring that the curriculum is responsive to the ever changing context for teaching.

Indeed, strong programs were found to have strong, working relationships with the local schools. Faculty were often at the schools providing supervision and other types of assistance or conducting some form of professional inquiry. Staff of the public schools were involved with the colleges, often serving in an advisory capacity or as adjunct faculty. Institutions which are appropriately equipped are encouraged to develop research programs, in conjunction with local schools, through which students can gain experience in applying recent research findings and recording and assessing the effects, with the guidance of faculty. Through such activities students can develop skills in relating theory and research to practice and can develop critical perspectives on professional issues.

Most programs required that students expand their professional knowledge and refine teaching skills; some, however, did not require that students expand their understanding and knowledge of the disciplines which are the basis of the elementary school curriculum. At many institutions there was a dearth of collaboration between faculty in the education unit and faculty in the arts and sciences unit with regard to the academic preparation of teachers. Institutions are urged to develop strong relationships between these two units so that appropriate courses can be provided that will enable education students to expand their general knowledge, deepen understanding of one or more disciplines, and see connections among various disciplines.

A recent curricular phenomenon noted during this review is the increasing number of tracks for students with no background in education. Strong programs with such tracks provide a challenging introduction to education for these students, including carefully supervised student-teaching experiences. Following their introduction to the field, students proceed with acquiring the advanced skills and knowledge required for earning a master's degree.

Faculty. There are many strong teacher educators in New York State, including some widely recognized leaders in the field, and most faculty members exhibit outstanding commitment to their students. This was a strength noted even in programs which were understaffed. Unfortunately, many programs were found to be understaffed. The negative consequences of inadequate staffing seriously jeopardize the effectiveness of these programs in several ways:

- **Insufficient breadth, depth, and frequency of course offerings and excessive reliance on adjunct faculty.** Strong programs are staffed by faculty with the expertise needed for guiding graduate study and reflection. This requires that the staff have the collective expertise for achieving the objectives of the program and that individual faculty members have the appropriate expertise for their particular teaching assignments. Many institutions have been addressing the need for additional faculty expertise through the hiring of adjunct or part-time faculty rather than the appointing of full-time staff. The reasonable involvement of adjunct faculty can be academically sound and enhance the intellectual climate, however, at some institutions the reliance on adjunct faculty is excessive. When adjunct faculty are employed, their selection should be based upon justifiable criteria relating to program objectives, and clearly defined standards should be followed with regard to their involvement and supervision. Excessive reliance on

adjunct faculty is evidence of insufficient institutional support for teacher education.

- **Insufficient time for faculty development.** Since effective staffing for achieving objectives requires that faculty expertise be current and appropriate to the teaching assignment, time needs to be provided so that faculty can engage in scholarly inquiry and other activities which promote their ongoing professional growth. The need of faculty for continued development was not being satisfactorily addressed at some institutions: education faculties were carrying excessively heavy advising, clinical, and teaching loads, which did not allow sufficient time for professional development. Course syllabi often reflected the resulting professional stagnation.

  An additional aspect of faculty development which was found to be overlooked frequently is the development of the inexperienced faculty member, particularly in terms of effective teaching skills. Supportive supervision of new faculty members is a form of staff development that can benefit the more experienced faculty mentors, as well as the new faculty members. It encourages the mentors to reflect upon their own teaching performance and expand their knowledge of alternative approaches to teaching.

  While faculty members have the responsibility for planning and pursuing their personal professional development, the higher education community of the State could cooperate in devising means to encourage such efforts. For example, regional conferences and newsletters could promote the sharing of research findings and effective new practices among teacher educators; grants from the State and support from the institutions could promote faculty development and program-improvement activities; and fellowships could be established to encourage teacher educators to pursue doctoral and postdoctoral study.

- **Insufficient opportunity for close and frequent professional interaction between individual students and individual faculty members.** Strong graduate programs are characterized by strong mentoring relationships between faculty and students. When understaffing leads to excessive faculty loads and large classes, the opportunity for developing such relationships is minimized.

- **Insufficient exposure of students to faculty with varying philosophical perspectives on professional matters and varying approaches to professional inquiry.** As plans for staffing and faculty development are made, the need for a staff with an appropriate diversity of expertise and varying orientations and roles should be recognized. While not all members of a faculty need to be researchers in the traditional sense, some should be. The practice-oriented scholars on a faculty should be knowledgeable regarding current research and theory and engaged in some type of professional inquiry. The course syllabi of all faculty should reflect their ongoing professional involvement and commitment to inquiry.

In addition to seeking diversity in the areas of expertise and the orientations of the faculty, institutions should be developing staffs that are more representative of the New York State population. The need for greater representation of minorities in the teaching force was noted in the *Overview Statement*; the need for greater representation of minorities among teacher educators is a related concern that is not being satisfactorily addressed at every institution. Where this need exists, qualified faculty from underrepresented groups should be recruited and hired as faculty positions become available.

With regard to the general findings relating to faculty, the Council urges the institutions to review staffing, the work loads of faculty, support for faculty development, and hiring practices and make any adjustments necessary to ensure that sound policies are being followed.

Students. Underlying master's degree study for teachers is the goal of increasing their capacity to be effective. Strong programs report extensive advisement in helping teachers develop attitudes and skills that will prepare them for periodically assessing their professional effectiveness, analyzing the factors affecting their performance and that of their pupils, and developing plans for improvement. Faculty guide entering students in assessing their skills, knowledge, and attitudes, analyzing their needs, developing professional objectives, and devising plans for achieving objectives. Especially noteworthy are the commendable efforts of the institutions which admit teachers who do not meet graduate admissions standards and then provide the close advisement and academic support needed to enable them to succeed at the graduate level.

Over the course of the graduate program, faculty should work with students to assess progress in achieving their objectives and to help them adjust their plans, when necessary, to ensure that objectives will be met. It should become evident during the period of graduate study that the student is dedicated to nurturing the intellectual, social, emotional, and physical development of all children, is equipped with necessary skills and knowledge, and is developing the reflective attitude needed for making the sound judgments required of teachers. In developing their long-range plans for professional development, students should become familiar with the opportunities available for continuing teacher education, such as those available through the Special Education Training Resource Centers, the Teacher Resource and Computer

Training Centers, the Annual Statewide Conferences on Inservice Education, the Center for Learning Technology, Project VOICE, Project MOVE, and Staff Development Programs of school districts and Boards of Cooperative Educational Services. Appendix IV contains sources of information about continuing teacher education.

Correction of the insufficient representation of minorities in the teaching force, which was noted in the *Overview Statement*, is a goal that New York State seeks to achieve. To a large extent, however, the student population of these master's degree programs is predefined. Most students are currently employed as teachers and enroll in these programs to earn the master's degree that is needed to become permanently certified. As noted in previous sections of this report, however, the number of students enrolling in master's degree programs in order to gain initial certification is increasing. Those programs offering initial preparation for teaching should know the demographic characteristics of the public schools which their graduates serve and take steps, where necessary, to encourage enrollment of a student body that is representative of the pupil population.

Resources. The adequacy of the resources provided by the institution for teacher education is an indication of the value placed upon the programs. Most of the approximately 5,000 students enrolled in these master's degree programs in New York State are part-time students, who can be on campus only during the evenings, on weekends, or during the summer. It is essential that adequate facilities and equipment and appropriate faculty and support staff be available at these times.

Most libraries were found to be well supplied, open during convenient hours, and appropriately staffed. Often, however, the supply of teaching aids and curriculum materials was found to be outdated, insufficient, and not readily accessible. In cases of inadequacy, there was rarely evidence of a well-defined system of resource-sharing with local schools or nearby colleges to take up the slack. Computer resources were frequently not adequately available during the periods when these part-time students could be on campus, and the supply of education-related software was often minimal. Staff, equipment, and supplies need to be provided at a level and at times that will adequately support the graduate education of the part-time students in these programs.

Administration. Strong programs are found at institutions with strong administrative support for education. This support is not evident at institutions whose programs have serious weaknesses. Institutions offering programs of teacher preparation are called upon at this time to demonstrate commitment to teacher education by involving faculty throughout the institution in collaborative efforts to improve teacher preparation; by providing improved facilities and equipment for teacher education; by insuring that there is a sufficient number of qualified education faculty; and by seeing to it that their work loads are consistent with those of other faculties of the institution and allow adequate time for ongoing program evaluation and development, personal professional growth, and scholarly inquiry.

Appendix I

SITE VISITORS FOR THE STATEWIDE REVIEW OF MASTER'S DEGREE PROGRAMS IN ELEMENTARY EDUCATION

Beverly Amick
Kean College of New Jersey

Leo Anglin
Kent State University

Irene Athey
Rutgers University

Joanne Benn
Wheelock College

Keith Berkeley
University of South Carolina

Theresa Bey
East Texas State University

Paul Bixby
Pennsylvania State University

David Bloome
University of Michigan

Hilda Borko
The University of Maryland

Frank Brown
University of North Carolina

Peter Burke
University of Wisconsin, Madison

Thomas Buttery
University of Alabama

Gillian Cook
University of Texas, San Antonio

Norene Daly
Florida Atlantic University

Barbara Day
University of North Carolina

Rheta DeVries
University of Houston

Joseph Prewitt Diaz
Pennsylvania State University

Louise Dieterle
Northern Illinois University

Billy Dixon
Southern Illinois University

Robert Donmoyer
The Ohio State University

Catherine Dorsey-Gaines
Kean College of New Jersey

Edward Ducharme
University of Vermont

Claryce Evans
Public Schools, Duxbury, Massachusetts

Carol Fisher
University of Georgia

Charles Galloway
The Ohio State University

Celia Genishi
University of Texas, Austin

Edith Guyton
Georgia State University

Martin Haberman
University of Wisconsin, Milwaukee

Mary Anne Hall
Georgia State University

Vernon Haubrich
University of Wisconsin, Madison

Howard Hill
South Carolina State College

Loye Hollis
University of Houston

Edward Holmes
Towson State University

Dorothy Huenecke
Georgia State University

David Hunt
The Ontario Institute for Studies in Education

Margaret Ishler
Bowling Green State University

Martin Johnson
The University of Maryland

Leonard Kaplan
Wayne State University

Nancy King
The University of Maryland

Edgar Klugman
Wheelock College

Gladys Knott
Kent State University

Rolf Larson
National Council for Accreditation of Teacher Education

Virginia Macagnoni
University of Georgia

Raymond Martin
Boston College

Marian Martinello
University of Texas, San Antonio

Betty Mason
North Texas State University

Harold Mitzel
Pennsylvania State University

Robert Oana
Bowling Green State University

Sharon O'Bryan-Garland
Southwest Texas State University

Richard Ognibene
Seton Hall University

Gay Pinnell
The Ohio State University

Nancy Roberts
Lesley College

Jessie Roderick
The University of Maryland

Mary Rogers
University of Alabama

Laima Ruoff
St. Michael's College

Joseph Sales
Wayne State University

Ana Maria Schuhmann
Kean College of New Jersey

Carol Seefeldt
The University of Maryland

Steven Selden
The University of Maryland

Horton Southworth
University of Pittsburgh

Ida Santos Stewart
University of Houston

Janice Stewart
Rutgers University

Joan Tetens
William Paterson College

Cynthia Wallat
Florida State University

Regina Weade
University of Houston

V. Phillip Weaver
The University of Maryland

C. Ray Williams
The Ohio State University

Appendix II

SELF-STUDY MATERIALS

The University of the State of New York
The State Education Department
Division of Academic Program Review
Albany, New York 12230

STATEWIDE REVIEW OF MASTER'S DEGREE PROGRAMS IN ELEMENTARY EDUCATION

PRELIMINARY INFORMATION: SECTION A OF THE SELF-STUDY REPORT

Institution _____

Program Title _____ Degree _____

HEGIS Area _____ Certificate(s) _____

Program Director _____

Contact Person
for the Review _____

Address _____

_____

_____

Telephone Number _____

For each program, send 10 sets of the Preliminary Information on or before July 1, 1985, to the following address:

Master's Review Project
Division of Academic Program Review
The State Education Department
Cultural Education Center-5A47
Albany, New York 12230

Please call Dr. Doris Garner, Coordinator of the Master's Review Project, if you have any questions (518)474-2593.

Date Submitted _____

Section A: Preliminary Information

1. Describe briefly (one page or less) the objectives, special focus, areas of specialization, and unique features of this master's degree program.

2. List the program requirements.

3. Give the enrollment for this program for the following semesters:

   Fall 1980_____; Fall 1982_____; Fall 1984_____

4. Provide a curriculum vitae for each faculty member which includes the following information:

   a. current rank, tenure status, and type of appointment (full-time, adjunct, etc.);

   b. educational background;

   c. related employment history;

   d. special awards and recognitions;

   e. publications, presentations, and professional activities, 1980-85;

   f. brief description of current projects.

5. Provide the current catalogue and program brochures, advertisements, flyers, etc.

The University of the State of New York
The State Education Department
Division of Academic Program Review

STATEWIDE REVIEW OF MASTER'S DEGREE PROGRAMS IN ELEMENTARY EDUCATION

GUIDE FOR SUBMITTING FINDINGS FROM INTERNAL ASSESSMENT:
SECTION B OF THE SELF-STUDY REPORT

The purpose of the statewide review is to ensure the quality of the master's degree programs in elementary education in New York State. Earlier, we asked the institutions to begin internal assessments of those master's degree programs whose objectives involve teaching in the elementary schools and to submit Preliminary Information on each program. We now ask the institutions to complete the internal assessments and to report on each program.

The self-study reports are intended to serve several purposes:

(1) The self-assessments conducted in preparing the reports may stimulate actions to strengthen the programs.

(2) Review of the information in the reports will enable the Advisory Council of out-of-state specialists in elementary education to develop recommendations for the Department's later evaluations of individual programs for registration purposes.

(3) Review of the information in the reports, in conjunction with site visits, will enable site visitors and staff to evaluate the quality of the programs.

Self-study reports and site visits will be the major sources of information for the program evaluations. The information gathered will also be analyzed by the Advisory Council in developing a final statement on the review for submission to the Deputy Commissioner for Higher and Professional Education.

Each Self-Study Report will contain two sections:

Section A - Preliminary Information (submitted earlier)

1. General Description of the Program
2. Program Requirements
3. Enrollment Data
4. Curricula Vitae of Faculty
5. Printed Materials; catalogue, brochures, advertisements, flyers, etc.

Section B - Findings from Internal Assessment

1. Curriculum
2. Faculty
3. Students
4. Administration
5. Resources and Facilities

Please follow the attached outline in preparing Section B, Findings from Internal Assessment. Provide concise narratives, where appropriate, in response to the questions and requests in the outline. For general reference, we have appended relevant excerpts from the Regulations of the Commissioner of Education and the Rules of the Board of Regents.

For each program included in this statewide review, send six copies of Section B by January 8, 1986, to the following address:

Master's Review Project
Division of Academic Program Review
The State Education Department
Cultural Education Center-5A47
Albany, New York 12230

Please call Dr. Doris Garner, Coordinator of the Master's Review Project, if you have any questions about preparing the report (518)474-2593.

The University of the State of New York
The State Education Department
Division of Academic Program Review

STATEWIDE REVIEW OF MASTER'S DEGREE PROGRAMS IN ELEMENTARY EDUCATION

FINDINGS FROM INTERNAL ASSESSMENT:
SECTION B OF THE SELF-STUDY REPORT

Institution_____

Program Title_____ Degree_____

Program Code No._____ HEGIS Area_____ Certificate(s)_____

Program Director_____

Contact Person for the Review_____

Address_____

_____

_____

Telephone Number_____

Date Submitted_____

1. Curriculum

a. Describe any ways in which the following considerations are being addressed through the curriculum:

   (1) current issues in the field of education;

   (2) recent research findings regarding teaching and learning.

b. In what ways does the curriculum take into account the Commissioner's Regulations regarding elementary school programs (Part 100) and teacher certification (Part 80)?*

c. What features distinguish this program from an undergraduate program in elementary education? Describe the extent to which undergraduates enroll in this program's graduate courses.

d. What features distinguish this program from master's degree programs in related subject areas, for example, reading, instructional technology, language arts, and mathematics education? Describe any characteristic which is unique to this program.

e. Complete Table 1 listing the program courses taught each semester, including summer, since fall 1983. Provide this type of information for branch campuses and off-campus locations also. Attach additional pages if necessary.

*Revisions in Part 80 of the Regulations are under consideration; the appended excerpts are in effect at this time.

f. Provide the course outlines and reading lists for the eight courses most frequently taken by the master's degree students in this program.

g. If field experience is part of the curriculum, describe how field sites are selected and how supervision is provided. List the field locations with the name and title of each on-site supervisor.

h. Describe any other types of articulation with local elementary schools. Report on any relationships with other programs on campus or at other institutions.

i. What is the procedure for evaluation and modification of the program? Describe any involvement of current students or graduates in this process.

Table 1 – Program Courses Taught – Fall 1983 to Fall 1985

Semester	Course No.	Title	Instructor	Enrollment

2. Faculty

a. Describe how the composition of the faculty provides the staffing needed to implement the curriculum.

b. Complete Table 2 providing information on the ranks and tasks of faculty members as of 1984-85. Describe below any changes in program staffing for the 1985-86 academic year. Submit any curricula vitae not included with the Preliminary Information: Section A of the Self-Study Report.

c. Report on the activities of the faculty as a group in the last five years with regard to setting curricular objectives, evaluating the achievement of curricular goals, and revising the curriculum. Describe how any current problems are being addressed and what changes, if any, are being considered.

d. Report on any grants (training, research, etc.) awarded to this faculty in the last five years. Describe any involvement of the master's degree students of this program in activities related to the grants.

e. Report on major activities sponsored by the department in the last five years, e.g., special colloquia, conferences, seminars, and in-service activities.

Table 2 – Program Faculty – 1984-85

Name	T or U	% Time to this Master's Prog.	No. Courses Taught All Programs: UG	No. Courses Taught All Programs: G	No. Advisees All Programs	No. Dsrtn. Cmte. All Programs	No. Theses/Projects: All Progs.	No. Theses/Projects: This Prog.
Full Professors								
Associate Professors								

* T-tenured; U-untenured

Table 2 – Program Faculty – 1984-85

Name	T or U	% Time to this Master's Prog.	No. Courses Taught All Programs: UG	G	No. Advisees All Programs	No. Dsrtn. Cmte. All Programs	No. Theses/Projects: All Progs.	This Prog.
Assistant Professors								
Instructors								

* T-tenured; U-untenured

Table 2 – Program Faculty – 1984-85

Name	T or U	% Time to this Master's Prog.	No. Courses Taught All Programs: UG	G	No. Advisees All Programs	No. Dsrtn. Cmte. All Programs	No. Theses/Projects: All Progs.	This Prog.
Adjunct Professors								
Others (specify)								

* T-tenured; U-untenured

3. Students

a. Describe the current student body with regard to academic preparation, certification status, professional experience, and concurrent employment.

b. Report on the effectiveness of any efforts to attract a student body which is diverse in terms of race and ethnic background.

c. Describe the admissions process. What criteria are used in determining admission? Indicate any cut-off scores and ranking of criteria. State the circumstances under which exceptions are made. How does the admissions process take into account the capacity of the institution to make it possible for that student to complete the program?

d. Complete Table 3 providing admissions and matriculation data for the semesters indicated.

e. Complete Table 4 providing data on the number of students awarded degrees, recommended for state certification, completing final products, and passing comprehensive examinations.

f. Report on any institutional financial support provided for the master's degree students of this program. How many students received financial support in 1984-85; what type of support was provided; and what was the total amount expended for this purpose in 1984-85?

g. How is student progress monitored? How and when are students assigned to advisors? Typically, how often do students meet with their advisors? What is the estimated length of time for the typical graduate student to complete this degree program? If the difference between the number of accepted students matriculating and the number of degrees awarded has been significant over the past five years, please describe factors which seem to be affecting the graduation rate.

h. Provide copies of any written directions provided to students with regard to the final product required for earning the degree. Include a statement of the process and criteria for evaluating final products. If a thesis or special project is required, give the title or a description of all those completed and approved, beginning with fall 1983. If passing a comprehensive examination is required, provide copies of the examination questions, beginning with fall 1983.

i. Include the transcripts of the last 10 program graduates (without names).

Table 3 – Student Admissions and Matriculation

Type of Data	Semester		
	Fall 1980	Fall 1982	Fall 1984
Applications Received			
Applicants Accepted			
Applicants Matriculating (1st time)			
Total No. Students Matriculating: Full-time			
Part-time			
Undergraduate Grade Point Average: Number with less than 2.5			
Number with 2.5-3.0			
Number with greater than 3.0			

Table 4 – Student Completion of Program

Type of Data	Academic Year		
	1980-81	1982-83	1984-85
No. master's degrees awarded			
No. students recommended for state certification: N-6			
Bilingual Extension			
No. students completing an acceptable thesis			
No. students completing an acceptable project			
No. students passing a comprehensive examination			

4. Administration

a. Who is responsible for the daily operation of the program? To whom does that person report? What percent of the work week is spent on this task? What are the other responsibilities of that person?

b. What provisions have been made to support program and faculty development?

c. Report on placement assistance and other services available to students. Provide any information available on the positions and places of employment of the graduates of the last three years.

d. Describe the procedure used to conduct the internal assessment for this statewide review. Include copies of any instruments used to collect information.

5. Resources and Facilities

a. Describe the facilities and equipment relevant to this program, e.g., libraries, clinics, computer center, and observation and demonstration facilities and equipment. Report on their availability and the pattern of use by students in this program.

b. Describe technical and secretarial services available to the program.

c. Provide data on library holdings:

1) number of titles in elementary education;

2) number of periodical subscriptions in elementary education;

3) budget for new books and periodicals in elementary education.

If the program is offered at off-campus locations, provide this information for those locations as well:

Name of off-campus location _____

1) number of titles in elementary education;

2) number of periodical subscriptions in elementary education;

3) budget for new books and periodicals in elementary education.

Continue in this manner for any additional off-campus locations.

Appendix III

SELECTED REGULATIONS OF THE COMMISSIONER OF EDUCATION

CURRICULUM

Regulation 52.1(b)(3). To be registered each curriculum shall show evidence of careful planning. Institutional goals and the objectives of each curriculum and of all courses shall be clearly defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes.

Regulation 52.2(c)(8). Master's degree programs shall normally require a minimum of one academic year of full-time graduate level study, or its equivalent in part-time study, with an accumulation of not less than 30 semester hours. Research or a comparable occupational or professional experience shall be a component of each master's degree program. The requirements for a master's degree shall normally include at least one of the following: passing a comprehensive test, writing a thesis based on independent research, or completing an appropriate special project.

Regulation 52.21(a)(1). Purposes. Evaluation of the college's success in achieving its teacher education objectives will give major emphasis to the following fields: general education and subject specialization, behavioral and social sciences related to teaching, and education theory and practice. For each program there should be clear statements of the objectives in observable behavioral terms and the procedure that is to be followed for the continuous evaluation of the program. In addition, there should be procedures for subsequent program modification as found necessary by evaluation.

Regulation 52.2(c)(2). For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion, in accordance with paragraphs six through ten of this subdivision.

FACULTY

Regulation 52.2(b)(3). For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives, and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.

Regulation 52.2(b)(5). All faculty members who teach within a curriculum leading to a graduate degree shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they direct graduate students.

Regulation 52.2(b)(6). The teaching and research of each faculty member, in accordance with the faculty member's responsibilities, shall be evaluated periodically by the institution. The teaching of each inexperienced faculty member shall receive special supervision during the initial period of appointment.

Regulation 52.2(b)(7). Each member of the faculty shall be allowed adequate time, in accordance with the faculty member's responsibilities, to broaden professional knowledge, prepare course materials, advise students, direct independent study and research, supervise teaching, participate in institutional governance, and carry out other academic responsibilities appropriate to his or her position, in addition to performing assigned teaching and administrative duties.

Regulation 52.2(e)(3)(i) & (ii). The institution shall establish, publish, and enforce explicit policies with respect to academic freedom; the rights and privileges of full-time and part-time faculty and other staff members; working conditions; opportunity for professional development; workload; appointment and reappointment; affirmative action; evaluation of teaching and research; termination of appointment; redress of grievances; and faculty responsibility to the institution.

STUDENTS

Regulation 52.2(d)(1). The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied.

Regulation 52.2(d)(2). Admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.

Regulation 52.2(c)(3). Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.

Regulation 52.2(e)(3)(iii). The institution shall establish, publish, and enforce explicit policies with respect to requirements for admission of students to the institution and to specific curricula; requirements for residence, graduation, awarding of credit, degrees or other credentials; grading; standards of progress; payment of fees of any nature; refunds; withdrawals; standards of conduct; disciplinary measures; and redress of grievances.

Regulation 52.2(e)(5). The institution shall provide academic advice to students through faculty or appropriately qualified persons. The institution shall assure that students are informed at stated intervals of their progress and remaining obligations in the completion of the program.

Regulation 52.2(e)(6). The institution shall maintain for each student a permanent, complete, accurate, and up-to-date transcript of student achievement at the institution. This document will be the official cumulative record of the student's cumulative achievement. Copies shall be made available at the student's request, in accordance with the institution's stated policies, or to agencies or individuals authorized by law to review such records.

RESOURCES AND FACILITIES

Regulation 52.2(a)(2)&(3)&(4). The institution shall provide classrooms, faculty offices, auditoria, laboratories, library, audio-visual and computer facilities, clinical facilities, studios, practice rooms, and other instructional resources sufficient in number, design, condition, and accessibility to support the curricular objectives dependent on their use; equipment sufficient in quantity and quality to support instruction, research, and student performance; and libraries that possess and maintain collections sufficient in depth and breadth to support the mission of the institution and each registered curriculum. Libraries shall be administered by professionally trained staff supported by sufficient personnel. Library services and resources shall be available for student and faculty use with sufficient regularity and at appropriate hours to support the mission of the institution and the curricula it offers.

Regulation 52.21(a)(2). Resources. In addition to the laboratory facilities required under section 52.2 of this Part, the programs in teacher education shall be served by adequate teaching aids; library resources to support instructional programs and research; and facilities for observation and demonstration with children in classroom and other situations, student teaching, professional laboratory experiences, and clinical and field service experiences. The adequacy of the resources shall be judged by evidence showing how the graduates will meet the objectives of the program.

ADMINISTRATION

Regulation 52.2(e)(1). Responsibility for the administration of institutional policies and programs shall be clearly established.

Regulation 52.2(a)(1). The institution shall possess the financial resources necessary to accomplish its mission and the purposes of each registered curriculum.

Appendix IV

SELECTED SOURCES OF INFORMATION ON CONTINUING EDUCATION FOR TEACHERS

Annual Statewide Conferences on Inservice Education
Office of Elementary, Secondary, and Continuing Education
The State Education Department
Education Building Annex – 875
Albany, NY 12234
(518) 474-4688

Arts in Education Conference
Office of Cultural Education
The State Education Department
Cultural Education Center – 10A33
Albany, NY 12230
(518) 474-5976

Center for Learning Technology
The State Education Department
Cultural Education Center – 9A47
Albany, NY 12230
(518) 474-5823

Higher Education and School Linkages to Upgrade Teacher Skills in Mathematics and Science
Bureau of Grants Administration
The State Education Department
Cultural Education Center – 5B68
Albany, NY 12230
(518) 474-5705

Project MOVE (Maximizing Options in Vocational Education) and Project VOICE (Vocational Options in Creating Equality)
Regional Planning Center
Albany-Schenectady-Schoharie BOCES
47 Cornell Road
Latham, NY 12110-1402
(518) 786-3211

Special Education Training Resource Centers
Office of Education of Children with Handicapping Conditions
The State Education Department
Education Building Annex – 1073
Albany, NY 12234
(518) 474-5548

Teacher Resource and Computer Training Centers
Division of Teacher Certification
The State Education Department
Cultural Education Center – 5A11
Albany, NY 12230
(518) 474-6440